

KEY CONTACT DETAILS¹

Local Authority Designated Officer	<p>TEL: 01392 384964</p> <p>Email: ladosecure-mailbox@devon.gov.uk</p>
MASH (Multi-Agency Safeguarding Hub)	<p>TEL: 0345 155 1071</p> <p>Email: mashsecure@devon.gov.uk</p>
NSPCC Whistleblowing Advice Line	<p>ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH</p> <p>TEL: 0800 028 0285</p> <p>EMAIL: help@nspcc.org.uk</p>
Disclosure and Barring Service	<p>ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795</p> <p>Email: dbsdipatch@dbs.gsi.gov.uk</p>
Teaching Regulation Agency	<p>ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH</p> <p>TEL: 0207 593 5393</p> <p>Email: misconduct.teacher@education.gov.uk</p>

KEY SCHOOL CONTACT DETAILS²

Board of Directors Nominated Safeguarding Lead:	Victoria Kennington TEL: 01803 762202 Email: vkennington@st-christophers.devon.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Mr. Matthew Amery TEL: 01803 762202 Email: mamery@st-christophers.devon.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Miss Hayley Roberts TEL: 01803 762202 Email: hroberts@st-christophers.devon.sch.uk
Deputy Designated Safeguarding Officer (DDSO)	Mr Ben Cottell TEL: 01803 762202 Email: bursar@st-christophers.devon.sch.uk
Designated Safeguarding Lead (DSL)	Mr James Lowden TEL: 01803 762202 Email: jlowden@st-christophers.devon.sch.uk
Head	Mrs. Alexandra Cottell TEL: 01803 762202 Email: head@st-christophers.devon.sch.uk

POLICY STATEMENT

This policy applies to St Christopher's School, which includes the EYFS setting. This policy is reviewed and updated annually as a minimum and is available on the school website and/or on request from the school office. This Policy should also be read specifically in conjunction with the school's policies on Behaviour, Safer Recruitment and Acceptable Use of ICT and

all other school policies.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2023) ('KCSIE')
- Keeping Children Safe In Education (September 2022) ('KCSIE')
- Keeping Children Safe In Education (September 2021) ('KCSIE')
- Working Together to Safeguard Children (July 2020)
- Revised Prevent Duty Guidance for England and Wales (April 2021)
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - The use of social media for on-line radicalisation (July 2015)

This policy also considers the procedures and practice of the Local Education Authority as part of the inter-agency safeguarding procedures set up by the Devon Children and Families Partnership (DCFP).

CONCERNS ABOUT A CHILD.

The school has a duty to always consider the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

The School has arrangements for listening to children and providing early help through its robust Form Tutor system, an extensive PSHE curriculum and through our Special needs procedures, details of which can be found in separate policies.

Definitions of safeguarding and types and signs of abuse.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care,

an awareness with regards to mental health and taking action to enable all children to have the best outcomes.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- Physical abuse
- Emotional and/or Mental abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD.

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. Staff should be aware that safeguarding incidents may happen outside of school and the child's family. They can also occur between children.

All staff should (Including supply).

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously • not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.}

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. In addition, there should be:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present, preferably one of them being the Designated Safeguarding Lead ('DSL') or their deputy.

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are considered and taken seriously when determining what action to take and what services to provide. With Pupils of a younger age, such as those at St Christopher's, this must be judged appropriately as the child may be too young to determine the best course of action. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. Pupils should never be made to feel like they are creating a problem. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. The School operates its processes with the best interests of the pupil at their heart.

Early Help

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse

- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Devon Children and Families Partnership referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving. Low-level concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or because of vetting checks undertaken.

What staff should do if they have concerns about a child.

If staff (including agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will act and share.

Information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm.

If staff (including agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's

social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Children with a social worker may need additional safeguarding support due to adverse experiences and trauma that may lead to vulnerability and further harm. The DSL knows which children have a social worker and uses the information to inform Safeguarding decisions.

The School's Local Safeguarding Children Board is Devon Children and Families Partnership (DCFP). A full copy of their local procedures can be found at www.devonchildrenandfamiliespartnership.org.uk

Additional information is available at: [Contextual Safeguarding](#).

What staff should do if a child is seen as at risk of radicalisation.

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or contact MASH directly. Advice and support can also be sought from children's social care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments and the DSL has received PREVENT training. Such risk assessments are discussed with the Head, DSL and DDSL and the

Board Member responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

What staff should do if a child goes missing from education.

Reviewed by: James Lowden

Date Updated: 06/10/2023

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are laid out in the school's Missing pupil policy. Further detail can also be found at Appendix 1 of this policy.

The School will report to Devon LEA a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more²⁹.

What staff should do if they have concerns about another staff member.

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Proprietor. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the LADO.

What staff should do if they have concerns about safeguarding practices in the school.

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures which can be found in the school's Whistleblowing Policy. There will be no disciplinary action taken against a member of staff for making such a report if it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

Arrangements for dealing with Child-on-child allegations.

Child-on-child abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment and physical abuse. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh". The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

We closely monitor relationships between pupils through a strong pastoral support system. We have regular assemblies and PSHE sessions which ensure children maintain good positive relationships with each other. Early intervention is always preferable. Staff are

made aware to notice the importance of, and to recognise the signs of, peer on peer abuse. There is a zero-tolerance approach to abuse.

All staff will be trained to manage a report on child sexual violence and sexual harassment.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

The School takes the following steps to minimise the risk of child-on-child abuse:

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the DCFP on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the DCFP, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the DCFP and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be.

explained to the pupil and appropriate specialist support offered. Children are prohibited from bringing or using Mobile phones at school.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by school staff and support from external agencies will be sought, as appropriate.

Upskirting

All staff should be made aware that 'upskirting' is now a criminal offence. A definition of 'upskirting' is "taking a picture under a person's clothing without them knowing, with the

intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm” (DfE, 2019).

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs (DfE, 2019). If serious violent crime is suspected, we will call the Police.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Arrangements for dealing with allegations of abuse against teachers and other staff (including the Head, Proprietor and volunteers and contractors)

The School’s procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and DCFP arrangements and applies when staff (including volunteers and contractors) have (or are alleged to have):

- Behaved in a way that has harmed a pupil or may have harmed a pupil.
- Possibly committed a criminal offence against or related to a pupil or behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.
- Where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority ‘designated officer’ or, in the most serious cases, the Police, so as not

to jeopardise

statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the Head OR to the DSL. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head or DSL is absent or is the subject of the allegation or concern, reports should be made to School Proprietor. Where the Head or DSL is the subject of the allegation or concern, the Head or DSL must not be informed of the allegation prior to contact with the School Proprietor and LADO. However, staff may consider discussing any concerns with the DSL and make any referral via them.
2. The person dealing with the allegation should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
3. The person dealing with the allegation will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course of action, unless there is an objection by children's social care or the Police. They will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The person dealing with the allegation should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. They will give due weight to the views of the LADO and Statutory guidance when deciding about suspension. Where the individual is suspended, they will be informed who their point of contact is in the School and shall provide them with their contact details.
5. Parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

6. It will be discussed with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated, and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person whether employed, contracted, a volunteer or a student who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate.
7. On conclusion of the case, it should be reviewed with the LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer reference. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

The Staff Code of Conduct can be found on the school website and in the Staff Handbook.

Safer Recruitment

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff and peripatetic staff and are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list'

information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff and volunteers to work with children and young people is set out in the School's Recruitment Policy.

Management of Safeguarding

The School's (including the EYFS) DSL is **Mr James Lowden** who is a member of the Senior Management Team.

Miss Hayley Roberts and **Mr Matthew Amery** are the **DDSL** and the person to whom reports should be made in the absence of the DSL. This ensures there is always the required cover for the role.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the Head and Proprietor to review and update the School's safeguarding policy. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

Full details of the DSL's role can be found at Annex B of *KCSIE*

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

Training

Induction and training are in line with advice from DCFP.

Opportunities to teach safeguarding

The Board and Governors should ensure that children are taught about safeguarding, including online safety. This will be considered as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships which was made compulsory in September 2020.

The School has the flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

All Staff

All staff and governors will be provided with induction training that includes:

- the child protection policy.
- the role and identity of the DSL and any DDSL.
- the behaviour policy.
- the staff code of conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media.
- the safeguarding response to children who go missing from education.
- a copy of Part one of *KCSIE* and will sign to say that they have received, read and understood its contents.
- School leaders and staff who work directly with children will also be required to read the entirety of *KCSIE*.

Copies of the above documents are provided to all staff during induction. Temporary staff and volunteers are provided with the School's Child Protection Policy. All staff are also required to:

- Read Part one of *KCSIE* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via an update to the Staff Handbook and will be notified at least in person or by email.
- Understand key information contained in Part one of *KCSIE*. The School will

- ensure staff understanding by regular and informative staff training.
- Receive training in safeguarding and child protection regularly, in line with advice from the DCFP. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via regular, compulsory staff meetings.

DSL and DDSL Training

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. Under the DCFP arrangements, the DSL and DDSL attend Safeguarding Forums each term and this counts in a points system towards their statutory 2-year training requirements. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the DCFP's approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.

Oversight of Safeguarding, including arrangements for reviewing policies and procedures

Mrs Victoria Kennington is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. They are a member of the School Board.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. This is done at Board level with a review of the Safeguarding Policy and its effectiveness and by completing the DCFP's Audit of procedures annually. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

The School's arrangements to fulfil other Safeguarding responsibilities

Teaching children how to keep safe:

The School ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE (including via PSHE Association) to help children to

adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children. Pupils should be made aware of the guidance on the sharing of nude and semi-nude images.

Internet safety is an integral part of the School's ICT curriculum and also embedded in PSHE curriculum. In addition all staff should receive regular updates with regard to online safety to provide them with relevant skills and knowledge to safeguard children effectively (for example by email or staff meetings).

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The four main areas to be aware of are content, contact, conduct and commerce. Further detail of the School's approach to online safety can be found in the School's Acceptable use of ICT Policy which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the School's IT arrangements.

Learning at home

Although day-to-day working arrangements may be different, the key principles of the school's safeguarding and child protection policy remains the same. Children's welfare should come first.

If anyone has a concern about a child, they should act immediately following the safeguarding and child protection procedures. The nominated child protection lead, or those trained to deputise in their absence, are always available.

Elective Home Education

From September 2016 the Education (Pupil Registration) (England) stated that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Looked after children.

The School ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

DSL is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

Arrangements for visitors

The school has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School is required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the School. This will consider any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant. Visitors sign in at reception and receive information about the school's safeguarding procedures and are supervised during their time.

Early Years provision Safeguarding arrangements.

Disqualification from working in child care

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the School's safer recruitment practices.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified.

Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the Mobile Phone and Camera Policy.

The possession and use of mobile phones/smart watches and kindles by pupils

The advent of increasingly sophisticated mobile and camera phones and smart watches presents several issues:

1. Mobile phones/smart watches can be valuable items and might render a pupil vulnerable to theft.
2. Mobile phones/smart watches (and their cost and level of sophistication - or otherwise) can make pupils objects of envy or disparagement and could have implications about discipline and potential bullying.
3. Even when apparently silent, the use of mobile phones/smart watches for texting purposes could potentially undermine classroom discipline and distract the pupils' learning.
4. Use of the newer phones with integrated cameras could lead to child protection and data protection issues with.
5. Regard to inappropriate capture, use, or distribution of images.

Therefore

1. Mobile phones/smart watches should not be brought to school, they may be valuable and could be lost or stolen; the possession and/or use of a mobile phone/smart watch at school could also be potentially undermining the school's behaviour policy.
2. Where a pupil is found to be in unauthorised possession of a mobile phone/smart watch, the phone/watch will be confiscated by the Headteacher, locked away in the school safe and returned only to the parent/carer.
3. Members of staff are not authorised to "look after" pupils' mobile phones/smart watches if they are brought on to the school site.

Duty to notify Ofsted.

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere)

APPENDIX 1 – SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional/Mental abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve

seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Where a child may need extra mental health support further information can be found in mental health and behaviour in schools guidance and Rise Above.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Support can be found at Stop it now – professionals looking for advice.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child sexual exploitation: This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

Child criminal exploitation: Forced criminality describes all crime in which an individual is coerced to commit an offence for the benefit of an individual or group who hold more power than they do. Staff should be aware that the experiences of girls being criminally exploited can be very different to boys. Coercion through power can take many forms. County lines is a form of criminal exploitation. Children are groomed and coerced into trafficking drugs and money by criminal gangs from major cities around the country.

County Lines: The organised criminal distribution of drugs from big cities into smaller areas using children and vulnerable people.

Honour-based abuse: So called 'honour-based' violence/abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community.

If staff have a concern that a pupil may be at risk of FGM, they should activate local

safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence)

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which

may include making a referral to the Channel programme.

Special educational needs and/or disabilities: Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and • communication barriers and difficulties in overcoming these barriers¹⁶².

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual including other terms (such as non-binary and pansexual) (LGBTIQA+): Children who are LGBTIQA+ can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children who go missing from school: A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's Missing Children Policy. All unexplained absences will be followed up in accordance with this Missing Children Policy.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) Fulfil its duty to identify children of compulsory school age who are missing from education.
- b) Follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority of any pupil who fails to attend school regularly, or has

been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

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